



**SEN and Disability Local Offer  
Anderton Primary School**

**09028**

**Reviewed July 2024**

## Important Information About Anderton Primary School

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| <b>School Name and Address</b>  | Anderton Primary School<br>Babylon Lane<br>Adlington<br>Chorley<br>PR6 9NN           |
| <b>Telephone Number</b>   | 01257 480551   |
| <b>Website</b>  | <a href="http://www.andertonprimaryschool.co.uk">www.andertonprimaryschool.co.uk</a> |
| <b>Website Link to Local Offer</b>  |  |
| <b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b> | No   |
| <b>What age range of pupils does the school cater for?</b>  | 4 – 11 years   |
| <b>Name of SENDCO</b>   | Mrs K L Laithwaite   |

### Accessibility and Inclusion

The school environment is fully accessible with an external ramp which leads to an entrance of the school. All external doors have been widened to allow for wheelchair access. In the school hall there are two electric doors which have a push button operation system at wheel chair height. The school has a disabled bathroom facility. All classroom ceilings have been lowered to improve the acoustics in order to aid children who have hearing impairments. The Resources Committee of the governing body meet three times per year to discuss ways of improving the setting further. The school car park has one space marked as a disabled space.

Relevant policies, including the SEND and Inclusion Policy and the school prospectus, are available on the school website and available as hard copies from the school office. News and updates are sent weekly via class dojo and can be adapted to other languages if necessary. We have a small number of children who have English as an additional language and letters, text messages and the school website can be translated for parents when required.

Children are supported in their access to a wide range of resources. All efforts are made to ensure that all children's access needs are supported. Ancillary aids and assistive technology are made available for a child's particular needs if necessary following advice from external agencies and professionals.

## Teaching and Learning

Children are identified as having SEND either on entry to school from their Nursery provision or are identified once in school. We pride ourselves on early intervention and support. Class teachers, teaching assistants and the SENDCO are well trained to observe and assess children. In this way the correct level of support and intervention can be given early enough.

Teaching assistants will support children with an EHCP (Education Health and Care Plan) and extra tuition and one to one support is offered for children with additional needs when necessary. Access to the curriculum can be enhanced through the adaptation of resources and equipment if necessary. We share updates on training and legal requirements regarding SEN and Disabilities with all staff. Amongst our staff we have training and experience in supporting children with speech and language difficulties, moving and handling needs and ASD. Some staff have been trained in "Early Signs of Dyslexia."

During tests and assessments, we ensure that children with SEND are able to access modified tests if required. In some cases, children may be allowed extra time to complete a test. Children who are easily distracted may complete the tests in a separate room with a teaching assistant. Occasionally children are disapplied from tests if the test is inappropriate for the child's need. SEND provision mapping is undertaken by the school SENDCO. This is monitored and evaluated by the Governing Body. This enables us to be able to allocate the correct level of support to each child with additional needs.

## Reviewing and Evaluating Outcomes

Children with an EHCP (Education, Health and Care Plan) have an annual review meeting where the views of all professionals are taken into account alongside those of the parent and child. External agencies are invited to these meetings. We often arrange for an early review meeting or an extraordinary review meeting if necessary. These meetings ensure that our provision for the child is at the correct level and to ensure that everyone is in agreement with the way forward.

All children with additional SEND and support needs have an Individual Education Plan called a Pupil Portrait. The Pupil Portrait details the needs of the child, external agencies involved and the child's individual targets. The Pupil Portrait is reviewed in consultation with the child on an annual basis. The outcomes from the Pupil Portrait then feed into the child's IEP. Smart targets are set and evaluated for the impact. These are reviewed three times per year with the child and their parents/ carers. We assess and evaluate the provision for children with SEN and Disabilities through the following ways: contact with parents at parents' evenings, IEP meetings three times per year, annual reviews and extra reviews, consultations with the child's class teacher and teaching assistants and the analysis of data to ensure that children are meeting their potential.

## Keeping Children Safe

Risk assessments are undertaken by the relevant agencies and the SENDCO prior to the child entering school. The risk assessments are reviewed at regular intervals.

Children that require a direct handover with a parent are met by a teaching assistant in the playground before and after school. Children are supported through breaks and lunchtimes by a teaching assistant if necessary. The school's Anti Bullying policy is on the school website in the Policies section and is also available as a hard copy from the school office. There is a disabled parking space in the staff car park which is available for use by parents/visitors.

Any safeguarding concerns that may arise are reported to the Designated Safeguarding Lead and the SENDCo is also the Deputy for this role. All safeguarding concerns are reported following the schools safeguarding policy. This can be found on the school website.

## Health (including Emotional Health and Wellbeing)

Medicines for individual children are kept in the child's classroom and where required additional medicines can also be kept in the dinner centre and Headteacher's office. These medicines are kept out of reach of children, unless the child needs access e.g. an inhaler. Care plans are drawn up by school with the parent/ carer of the child. This can also be done in collaboration with the school nurse and other external medical professionals. The plan is evaluated regularly and updated when required. The information is shared at staff meetings so that all staff are aware of the plan. It is also displayed in the staff room with an attached and updated photograph of the child. The lunchtime welfare assistants are also informed.

Staff training on the use of medicines is offered by the school nurse and is updated when changes are made. Children who may require urgent medical attention have an Action Plan detailing what to do in an emergency such as when to dial 999 and what information to give over the phone. This information is posted on the office notice board in case of emergencies. It is kept alongside any medication and in the staff room. Staff who require specific training will have access to this. Medicines prescribed by a GP can be administered by school staff in certain cases. Parents must complete the relevant form and give their consent.

We have a Family Liaison Officer who works in school full time. Should a child be identifying as requiring support for their emotional well-being, then the child will be referred to Mrs Shepherd, who can then provide 1:1 sessions with the child and their families.

## Communication with Parents

### Working Together

We have an active School Parliament from Year 2 -Year 6. Councillors are nominated and then voted for by their class. Annual School Parliament elections take place in September. A Pupil Attitude Questionnaire is undertaken annually and the children's responses are analysed, responded to and published. Parents can give their views about their child's education through: a parent questionnaire which is undertaken annually, parents' evenings, annual review meetings and Pupil Portrait meetings. The Ofsted Parent view website is available as a link on our school website.

Parents are encouraged to join the PTFA (Parent Teacher Friends Association) which is a good way to become involved with the wider school life. Parents are welcome to attend meetings or help at events. Parent governor elections are held every four years and any parent is welcome to apply to become a parent governor of our school. The Governing Body has a SEN and Disability link governor who is made aware of updates and information relating to support by outside agencies. Governors are supportive and willing to get involved in all aspects of support for children with SEND. It is the school SENDCO who will liaise with outside agencies. Home School Agreements are sent home to every child at the start of a new school year. The parents and the children are encouraged to discuss these together before signing. The agreement can be altered if necessary to ensure that it is accessible to the child and family.

### What help and support is available for the family?

At Anderton Primary School we offer support in completing forms and paperwork and this is offered by the school SENDCO or class teacher when required. Parents can access this help prior to review meetings by contacting school to arrange a convenient time. Parents can access a range of information via school letters, the school website, leaflets, parents' evenings and the child's annual written report.

If a parent requires additional support to this they can access this through the SENDIAS team at Lancashire County Council.

Any family requiring additional support can be referred to our Family Liaison Officer who can provide additional support for the family's social and emotional needs.

### Transition to Secondary School

When a child is in Year 6 they have a set day in July where they can visit their chosen High School alongside their friends. Extra visits can be arranged to their chosen High School if required. A child with an EHCP will have a review prior to leaving our school. The SENDCO and relevant staff from the chosen High School will be invited to this meeting. The staff from all of the High Schools that we feed into have a detailed meeting with our Year 6 class teacher to ensure that all information is passed on to the relevant High School. In addition to this on entry to our school every Reception class child is a “buddy” to a Year 6 child. This enables a strong and positive relationship to develop between the oldest and youngest children.

### **Extra Curricular Activities**

We offer child care provision before and after school during term time from 7:30 am to 6:00 pm via our ‘Cool Kids Club.’ All children are welcome to attend this club and provision can be made for children who have disabilities or additional needs.

Many after school and lunchtime clubs are offered. Some are free and some have a small charge. All children are invited to these clubs and provision can be made to ensure that there is access for everyone at these clubs. A list of clubs currently offered is available on the school website in the Parent section under Extra Curricular. Every child is welcome at our clubs and we can provide a teaching assistant to accompany a child to a club if necessary.

### **Feedback**

At Anderton Primary School we welcome feedback from our parents/ carers and other external professionals. If you would like to provide us with feedback about our SEND provision or our local offer, please email: [bursar@anderton.lancs.sch.uk](mailto:bursar@anderton.lancs.sch.uk) or alternatively contact our school SENDCO on 01257 480551.

Your feedback will be acknowledged and evaluated to ensure a continuous improvement in the quality of SEND provision our school provides. If any concerns are raised these will be responded to by either the Headteacher or SENDCO.